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ences in pupils and that instruction in the school, if it is to be successful, must take into account these individual differences and must create a motive for strenuous effort on the part of the child by proper adaptation of the school work to the child's tastes and abilities.

For the special teacher of music this psychology is indispensable. For the general teacher there is much wholesome doctrine with regard to individual differences and the development of a course of study which will influence general practice. For the student of psychology the book is an excellent summary of the psychological material bearing on this special topic.

Silent reading.—A series of readers designed to emphasize methods of instruction in silent reading has been prepared by Miss Bolenius. With this set of readers there comes a teachers' manual.¹ About two-thirds of the manual is devoted to a detailed discussion of lesson plans to be used in connection with the selections in the readers. These lesson plans will be very useful to teachers in guiding the reading exercises which are given in the book. Each exercise is explained by giving some account of the author of the selection and following this by a statement of the way in which the lesson should be read. For example, the method of teaching Longfellow's poem "Rain in Summer" is described as follows:

"The teacher should try to bring out the pictures in the various stanzas. Note the adjectives applied to rain—*beautiful, welcome, incessant, showery*. In each stanza note the words that boldly paint the picture."

"Read slowly or fast to bring out the spirit of the rainfall. For instance, the second stanza pictures a fast downpour; the third, on the other hand, is slow, so that the sick man can drink in the cooling breath of the rain. The last three stanzas are more easily grasped if they are read rapidly, so that the thought-groups are given in their entirety. Incidentally these paragraphs furnish excellent practice in breath control."

"The pupils may listen with eyes closed, so as to concentrate upon building complete pictures—things seen, odors, sounds. Stimulating discussion may be aroused by urging the children to compare their pictures. Some little youngster may even be able to give you a picture for the last stanza—angels bearing the dead aloft to heaven."

"There are literal pictures in the first seven stanzas and fancies of the poet in the last three. Naturally, the poetic fancies are the more difficult. Be satisfied if the class as a whole get the literal pictures. If the last stanzas are well read, some of the mystery of the rain will sink in." [Page 157.]

In the introductory third of the book Miss Bolenius has discussed at length the general principles on which the readers are based. She has given a table, for example, showing how many words children ought to be able to read in a minute in the different grades and has suggested charts and other methods of bringing up the efficiency of the different classes. She has given a diagram showing how oral reading should be very rapidly diminished from the third grade on and its place

¹ EMMA MILLER BOLENIUS, *The Boys' and Girls' Readers: Teachers' Manual*. Boston: Houghton Mifflin Co., 1919. Pp. xlix+229. \$0.80.

should be taken by silent reading. Her six principles of difference between oral and silent reading are worth quoting.

"1. Silent reading is getting the thought, or the pictures, from the printed page; oral reading is giving the thought from the printed page. Oral reading is always preceded by an instantaneous exercise of silent reading, whereby the reader gets the thought.

"2. Silent reading is a simple process consisting of a number of eye sweeps across the page; oral reading, on the other hand, is a complex process, consisting of a combination of eye sweeps with their mental interpretation, and of vocal utterance in which the muscles of the throat are involved.

"3. These two types of reading regard words from radically different standpoints. In silent reading it is the meanings of words that count most, if the reader is to grasp the thought; in oral reading, it is the pronunciation of the words that counts most, it being perfectly possible for a child to read fluently and yet not to grasp the meanings of some of the words read and therefore not to have the full thought of the passage.

"4. It is generally conceded that a child can read about 28 lines a minute silently, and only 20 a minute orally. This difference is accounted for by the fact that the eye movements are not so limited in speed as are the vocal movements. One can read aloud only as fast as the tongue and lips can manage the words. On account of the fact that the rate of oral reading is more or less controlled by the vocal organs, oral reading is somewhat standardized.

"5. Children do not differ so widely, therefore, in their speed in oral reading; but there is a wide range possible in speed in silent reading.

"6. It is generally conceded that children usually get the thought better by reading silently. Any teacher of experience knows that frequently children are guilty of reading aloud 'mere words.' " [Pages xv and xvi.]

One can be critical of some of the details in this teachers' manual. For example, it is very doubtful whether children ought to be encouraged in connection with the reading of poetry to go through the performances that Miss Bolenius has suggested in the paragraphs quoted above where she describes what ought to be done with Longfellow's poem. There is very little reason to believe that reading is intended to cultivate a series of pictures in the mind, but one hesitates to be critical in a field where there is so much need of experimentation. Miss Bolenius brings to the task of teaching children in the grades an experience which is certainly in advance of that which most teachers have cultivated and it is so important that a large body of information should be collected about how children really do improve in reading in the middle grades that one is disposed to forego criticism in the interests of general experimentation on the part of teachers in the middle grades. If we can get teachers considering seriously the problem of silent reading, we shall improve teaching in our schools at a much more rapid rate than we shall if teachers are prevented from introducing this form of reading by any skepticism with regard to the true psychology of the situation.

Home economics.—A new textbook¹ which gives in great detail the methods of canning all sorts of foods is offered for use in the cooking laboratories of depart-

¹ GRACE VIALL GRAY, *Every Step in Canning*. Chicago: Forbes & Co., 1919. Pp. vii + 253. \$1.25